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AUTHOR Reber, Janine L.
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ABSTRACT

A survey of current academic librarians at three Ohio universities was created to determine satisfaction in the faculty status structure followed by universities and colleges in the United States. The purpose was to determine if there is a desire for a professional status--between the levels of clerical and faculty--which requires an MLS but does not require other duties common in a faculty position such as committee membership, research, and teaching. Though not generalizable to the entire profession, this survey provides information about the desires of those in the field in light of the recent slowing in the awarding of faculty status to academic librarians. Results show that faculty in positions 7 or more years wish to maintain the status quo, whereas those just entering academia would relinquish faculty status for a professional librarian position if they retained their benefits. Results also show that tenure is held by half the faculty (only half of which teach) and that a majority of faculty are interested in research and committee work. The cover letter and staff survey are appended. (Contains 22 references.) (Author/SWC)

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PROFESSIONAL OR ACADEMIC STATUS FOR ACADEMIC
LIBRARIANS: A SURVEY OF FACULTY AND STAFF
IN THREE OHIO UNIVERSITIES

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Janine L. Reber

June 1997

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ABSTRACT

This paper discusses the results of a survey of current academic librarians at three Ohio universities created to determine satisfaction in the faculty status structure followed by universities and colleges in the United States. The purpose is to determine if there is a desire for a professional status between clerical and faculty which requires an MLS but does not require other duties of faculty (committees, research, teaching). Though not generalizable to the entire profession, this survey will provide information about the desires of those in the field in light of the recent slowing in the awarding of faculty status. Results show that faculty in positions seven or more years wish to maintain the status quo, whereas those just entering academia would relinquish faculty status with no loss of benefits for a professional librarian position. Results also show that tenure is held by half the faculty (only half of which teach) and that a majority of faculty are interested in research and committee work.

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CHAPTER 1

INTRODUCTION

The issue of faculty status for librarians has been debated since the early sixties when colleges and universities began granting faculty status to librarians. In 1971 the Association of College and Research Libraries (ACRL) Academic Status Committee prepared the Standards for Faculty Status for College and University Librarians which supports and defines faculty status for librarians as the preferred model in academic libraries.¹ These standards are based on the premise that academic librarians make unique contributions to the university community. These contributions include instruction in the use of online and print resources, collection development, and research. The standards include the areas of professional responsibilities, college and university governance, compensation and promotion among others. The American Association of University Professors (AAUP) joined ACRL in preparing a Joint Statement on Faculty Status of College and University Librarians supporting this model.

ACRL in January 1992 sponsored a think tank to review the standards for academic librarians which had not been reviewed since they were approved in 1971. They confirmed that faculty status was appropriate for academic librarians.

¹Larry R. Oberg, "Standards for faculty status for college and university librarians," College and Research Libraries News 53 (May 1992): 317-318

Many studies have been done concerning faculty status and tenure for academic librarians. None, however, focused on the desire of the librarians for a "professional" or "academic" librarian status as an alternative to faculty rank and status. The professional or academic librarian status falls between faculty and clerical status. It has been suggested by several authors that faculty status is needed in order for librarians to demand the respect that teaching faculty have, to be afforded salaries commensurate with the job, to be involved in college governance and to be protected from summary dismissal. They also insist on faculty status in order to lift the profession. Others assert that faculty status for librarians is ridiculous because most aren't involved in classroom teaching and don't have the experience (teaching assistantships and postgraduate research) that is expected of other faculty. They feel the practice of awarding librarians faculty status is really harming the profession because research emanating from librarians is often of questionable quality; other library staff wishing to be involved in governance are excluded, creating a division within the library; and faculty status does not necessarily insure respect from faculty in other disciplines (in fact, the opposite often occurs).

Librarianship is an applied field of study. This being the case, the professional librarian status affords the academic librarian the opportunity to perform (full time) the duties for which he was trained, work a 9 to 5 job, and be judged solely on his work performance. Professional librarians are able to contribute to academia by providing excellent collections and bibliographic assistance and/or instruction. They are required to hold an MLS from an ALA accredited school and, in some instances, are required to hold a second master's degree. They are not, however, required to publish, attend committee meetings, or pursue tenure. Since they are not in

tenure-track positions, the professional librarians start with short-term contracts followed by tenure-like reviews and indefinite contracts. The professional librarian uses his skills to the fullest potential on the job. On the down side, they may not earn as much as faculty librarians and may not have the same job security.

Rationale for the Study

The terminal degree for most disciplines is a doctorate. The terminal degree for academic librarians, however, is a Master of Library [and Information] Science (MLS). Promotion committees may be looking more closely at academic librarians and questioning why they are receiving full professorships when other disciplines on campus require a doctorate.

Standards have been set for those librarians wishing to work in an academic environment. These standards include faculty status, research, service and, in many cases, teaching, for academic librarians. The debate over faculty status has continued since these standards were set over twenty years ago. Is this what librarians today want? Is there a place for the professional librarian to perform his duties in an academic environment without the pressure to publish? Are academic librarians taking full advantage of the promotion system? The direction academic librarianship is heading needs to be determined so that library schools and academic libraries can prepare for the future.

Purpose of the Study

The purpose of this study is to determine if faculty status is what academic librarians desire. Do they want to do research? Do they want to be involved in governance or do they simply want to perform the duties for which they are trained? Are they satisfied with the current structure?

Limitations of the Study

Library staffs (excluding audiovisual personnel) at three university libraries in northwest Ohio were surveyed. Due to the small (nonrandom) sample size and low return rate, results cannot be generalized. However, some insight can be gained concerning job satisfaction.

Definitions²

Professor - a faculty member of the highest academic rank at an institution of higher education. A teacher at a university, college, or sometimes secondary school.

Professional - one that engages in a pursuit or activity professionally.

Tenure - a status granted after a trial period to a teacher protecting him from summary dismissal.

Librarian - a specialist in the care or management of a library.

²Webster's Ninth New Collegiate Dictionary. Springfield, MA: Merriam-Webster Inc., Publishers, 1987.

CHAPTER 2 LITERATURE REVIEW

A 1982 study of the eighty-nine member institutions of the Association of Research Libraries (ARL) by Thomas G. English produced the following findings:

- 1) that state institutions were three times more likely to grant librarians faculty status than private institutions,
- 2) that thirty-one of forty-two institutions that awarded faculty status also provided provision for indefinite tenure and that only one of the forty-eight institutions that awarded professional librarian status provided tenure,
- 3) that librarians with faculty status were more likely to receive traditional faculty benefits and privileges, and
- 4) that the members were no longer inclined to shift librarians from nonfaculty to faculty status.³

A follow-up study done in 1990 by Charles B. Lowry concluded that granting of faculty status increased during the period, but has slowed in recent years. The sample this time included not only the ARL institutions, but also a random sample of all institutions in the United States. Sixty-seven percent of higher education institutions granted faculty status and 7.3 percent granted librarians academic status with characteristics similar

³Thomas G. English, "Librarian Status in the Eighty-Nine U.S. Academic Institutions of the Association of Research Libraries: 1982," College and Research Libraries 44 (May 1983): 199-207.

to faculty status. In 74 percent of the institutions, librarians have status conforming with ACRL standards.⁴

A case study of the Dickinson College library staff examined the newly created status of librarian. This study explained that current library faculty could retain faculty status, but newly hired staff are hired on as librarians with the same work schedule, professional responsibilities, and faculty salary scale.⁵ The professional staff at Dickinson expressed satisfaction with the new status asserting its appropriateness for the college atmosphere.

In a study comparing publication output of academic business librarians with and without faculty rank, Aubrey Kendrick concluded that the production output was not significantly higher for those with faculty rank than those without faculty rank. The most cited reason for denial of tenure for these librarians was the lack of research and publication. Kendrick therefore suggested that faculty rank and tenure eligibility have not had the desired affect of increasing scholarly activity among academic librarians.⁶ Although the study involved a specialized area, it may also apply to other specialties as well.

Opportunity costs of faculty status are examined in a study by Bruce R. Kingma and Gillian M. McCombs. They expressed the need for library managers to focus on the costs of faculty status for academic librarians when analyzing the structure within their institutions. These costs were

⁴Charles B. Lowry, "The Status of Faculty Status for Academic Librarians: A Twenty-year Perspective," College and Research Libraries 54 (March 1993): 163-172.

⁵Dorothy H. Cieslicki, "A New Status Model for Academic Librarians," The Journal of Academic Librarianship 8 (May 1982): 76-81.

⁶Aubrey Kendrick, "A Comparison of Publication Output for Academic Business Librarians with and without Faculty Rank," The Journal of Academic Librarianship 17 (July 1991): 145-147.

discussed in terms of library services to patrons (for example, how quickly were books and journals being processed and placed on the shelves and how long was the reference desk open). They also cited Richard Meyer's conclusion that teaching faculty at institutions with library faculty are less productive (with regard to articles published and grants received) than those in institutions without library faculty. This must be looked at as another opportunity cost.⁷

In a study on job satisfaction of academic librarians, Bonnie Horenstein focused on three different groups of librarians. These groups include librarians with no status or rank; librarians with status or rank, but not both; and librarians with neither status nor rank. She concluded that academic librarians with faculty status and rank were more satisfied than the other two groups.⁸ The study showed that academic rank is a determining factor in satisfaction on the job. Further, key predictors of job satisfaction include salary, possession of academic rank, and perception of participation. Librarians with faculty status perceived themselves more involved in library planning and decision making, better informed on library matters, and more frequently consulted than the nonfaculty groups. This, however, was not the case when actual participation was analyzed. There were no differences between groups in most categories of actual participation (including amount of teaching, library meetings attended, and library association meetings attended). The author also

⁷Bruce R. Kingma and Gillian M. McCombs, "The Opportunity Costs of Faculty Status of Academic Librarians," College and Research Libraries 56 (May 1995): 258-263.

⁸Bonnie Horenstein, "Job Satisfaction of Academic Librarians: An Examination of the Relationships between Satisfaction, Faculty Status, and Participation," College and Research Libraries 54 (May 1993): 255-266.

concluded that salary was a predictor of satisfaction and that years as a librarians were positively correlated with overall satisfaction.

In another study of academic librarian job satisfaction by Marjorie A. Benedict, a substantial majority of respondents expressed a preference for academic faculty status.⁹ She also stated that two thirds of the participants believed that the benefits of faculty status outweighed the costs. She further noted that years of experience had little to do with satisfaction.

Several opinion papers have been written concerning the pros and cons of faculty status for librarians. Irene B. Hoadley asserted that faculty status is appropriate for technical services librarians because meeting the qualifications for promotion and tenure provides improved morale and encourages innovation, thereby providing benefits to the organization.¹⁰

Janet Swan Hill explains that a system of faculty status as it pertains to library faculty involves jobs that are very different from other faculty. They work a twelve month year, often work in an institution where there is no corresponding course of study, and enter academia after completing a master's degree instead of having defended a dissertation or published a body of research. She concludes that many librarians feel that in order to perceive themselves as faculty, they must also become teachers. Hill disagrees and urges academic librarians to create their own unique job classification to further promote the profession without competing with other faculty.¹¹

⁹Marjorie A. Benedict, "Librarians' Satisfaction with Faculty Status," College and Research Libraries 52 (November 1991): 538-547.

¹⁰Irene B. Hoadley, "The Role of Professionals in Technical Services," Technical Services Quarterly 6, no. 2 (1988): 11-16.

¹¹Janet Swan Hill, "Wearing Out Our Own Clothes: Librarians as Faculty," The Journal of Academic Librarianship 20 (May 1994): 72-75.

Susan Martin asserts that librarianship as a profession has a lack of standards and that librarians themselves have no profession-wide consensus on expectations as professionals. She suggests a two-track approach to librarianship in academia. One track, the professional librarian, would require an MLS as well as continuing education in the field. He would be expected to perform duties similar to those of faculty in other departments (committees, research, etc.) and could expect the appropriate promotions. The other track, the occupational librarian, would also require an MLS, but evaluation would be based solely on the 9-to-5 job performance.¹²

In a 1993 article, Beth Shapiro questions whether the library profession really wants faculty status for academic librarians. She stresses that librarians function very differently than teaching faculty, that librarians don't need faculty status to have the respect of other faculty at the institution, and that librarians don't need the protection of tenure due to state and federal laws protecting employees. She also explains that many feel faculty status has benefited librarians financially. She agrees that faculty at some institutions have higher salaries than other staff, but the reverse is true at other institutions. She stresses the importance of comparing salaries with other professionals on campus (computing staff, for example) instead of comparing to faculty.¹³

Larry R. Oberg outlines the ACRL standards for faculty status and opines that faculty status is appropriate in academic libraries since librarians contribute academically and intellectually to the institution

¹²Susan Martin, "Raising Our Professional Expectations with Two-Track Approach to Librarianship," The Journal of Academic Librarianship 19 (March 1993): 24.

¹³Beth J. Shapiro, "The myths surrounding faculty status for librarians," College and Research Libraries News 54 (November 1993): 562-563.

every bit as much as teaching faculty. Both the American Library Association (ALA) and ACRL have endorsed standards for faculty status including professional responsibilities, library governance, college and university governance, compensation, tenure, promotion, leaves, research and development funds, and academic freedom.¹⁴

In a survey of the literature on academic/faculty status for librarians, Kee DeBoer and Wendy Culotta outline the findings in various categories. These categories include faculty status, tenure, criteria used for evaluation, support for research activities, sabbaticals, productivity in publishing, favored journals for publications, and attitude toward faculty status. They conclude that the literature shows a typical academic librarian that would have some type of academic or faculty status; have tenure at state schools, but not at private schools; be encouraged but not required to publish; have little released time; and be evaluated on job performance above all criteria.¹⁵ They expressed the need for more studies on how faculty status is working in individual institutions (reporting that the favorable results at the University of Illinois in Urbana cannot be generalized to other institutions).

In her article, "Faculty status: 2001," Irene Hoadley summarizes the results of an ACRL-sponsored think tank. A vision statement was prepared touting faculty status for librarians as a means of achieving parity with other faculty in all institutions. Background information explained that faculty status for librarians flourished in the 1960s and 1970s, but showed some decline in the 1980s. Several basic assumptions

¹⁴Oberg, loc cit.

¹⁵Kee DeBoer and Wendy Culotta, "The Academic Librarian and Faculty Status in the 1980s: A Survey of the Literature," College and Research Libraries 48 (May 1987): 215-221.

were outlined including that faculty status is appropriate to the role of librarians, benefits the academy as well as the librarian, provides a position of influence for the profession and that it has proven to be a benefit for academic librarians.¹⁶ They further encouraged the profession as a whole to define the expectations of academic librarians, educate library administrators about the role they play on campus, promote research/scholarship activities, and encourage research on the reasons librarians leave positions prior to a tenure decision.

An abundance of opinion pieces and a dearth of empirical research on status, roles and benefits of faculty, librarians, and administrators has lead Rachel Applegate to analyze the traditional model used to study faculty status for librarians. This model is used because of librarians' preference to be compared to faculty and not administrators. She outlines the various elements in this model. Elements included are the role of librarians (educational, similar to teaching faculty); personal benefits including salary, academic freedom, job satisfaction and stress, and collegiality; institutional benefits including attraction and retention, a better library, and a better institution; and alternatives including selecting significant components (abandoning the fight for faculty status) and building new theories. She suggests that the traditional comparative model research be abandoned for academic librarians and alternative explanations and theories be examined.¹⁷

An alternative to faculty rank for academic librarians is discussed in Joan Bechtel's article about Dickinson College in Carlisle, Pennsylvania. She

¹⁶Irene Hoadley, "Faculty status: 2001," College and Research Libraries News 54 (June 1993): 338-339.

¹⁷Rachel Applegate, "Deconstructing Faculty Status: Research and Assumptions," The Journal of Academic Librarianship 19 (July 1993): 158-164.

explains the dilemma facing academic librarians is that none of the existing personnel categories - administrative, faculty, and clerical - is suitable for them. They are not managers (except head librarians) or classroom teachers, so quite often they are viewed as clerks. To place librarians in a category appropriate for the work they do, Dickinson created an "academic professional" position. Academic professionals are treated as faculty with the same benefits, access to research funds and sabbatical leaves. They attend faculty meetings (having a voice, but no vote) and receive all academic communications. This has allowed librarians to contribute academically without actual classroom teaching. This system has been well received at Dickinson and has provided necessary perks and rewards sought by librarians in academia.¹⁸

Herbert S. White expresses the concern that "a real displacement of value systems and of work priorities can occur when librarians try to resemble faculty members."¹⁹ He explains that librarians are different than teaching faculty in that they work a regular structured work schedule and research is not a part of their regular duties (as it is for teaching faculty). Consequently, any time librarians use to perform research or participate in faculty governance is time taken away from their regular duties and is in fact harming the library.

Bill Crowley contrasts the library subsystem with the academic system. One major difference is the terminal degree of an MLS for academic librarians and a doctorate for the majority of all teaching/research faculty at research institutions. There is little incentive

¹⁸Joan M. Bechtel, "Academic Professional Status: An Alternative for Librarians," The Journal of Academic Librarianship 11 (November 1985): 289-292.

¹⁹Herbert S. White, "Faculty Status for Academic Librarians: The Search for the Holy Grail," Library Journal 121 (November 15, 1996): 40.

for librarians to pursue doctorates since they receive directorships overseeing multimillion dollar budgets and large staffs without them. This leads the higher education literature to continue to portray librarians as ancillary to the academic system. He suggests that the value of a doctorate to librarians be reexamined in order to put them on a more even footing with teaching faculty. He also suggests requiring future university library directors to possess a doctorate as a condition of institutional membership in ARL.²⁰

W. Bede Mitchell and Bruce Morton address acculturation problems and remedies as they pertain to librarians as faculty. They explain that evidence indicates that academic librarians do not understand the tenets of being members of a faculty. This has left them ill-prepared to perform in a faculty capacity and leads to short tenures and high staff turnovers for newer librarians. Two areas of controversy in the profession are whether librarians qualify as faculty and whether the criteria should be identical to instructional faculty. This is exacerbated by library schools that fail to teach prospective students to act as faculty or relate to nonlibrary faculty as colleagues. Instead, library schools tend to turn out "professionals" instead of scholars. They are taught to play subordinate roles in the educational process. Remedies suggested include requiring a second master's degree (forcing scholarly research), requiring a research thesis (as part of the MLS program) for those students pursuing academic librarian positions, providing formal instruction addressing duties and expectations

²⁰Bill Crowley, "Redefining the Status of the Librarian in Higher Education," College and Research Libraries 57 (March 1996): 113-119.

of faculty, and making ACRL the accrediting body instead of ALA for programs training academic librarians.²¹

As a member of the 1992 ACRL Think Tank on Faculty Status, Gloriana St. Clair defends faculty status as appropriate for academic librarians. Attendance at regular dean's meetings (for library directors) provides a means to facilitate communication. Attendance at faculty senate meetings (for other library faculty) is also stressed as a necessity as it earns them respect. Members of the think tank concluded that faculty status is the most valuable mode of participation in campus life. St. Clair expressed the notion that campus life is not egalitarian in that librarians are always looked down upon by faculty in other disciplines. But she opined that she would rather be looking up from the bottom of the faculty hierarchy than from an other "status."²²

Julie J. McGowan and Elizabeth H. Dow suggest transforming academic librarianship as it pertains to faculty status to a clinical model. They explain that library faculty have fallen short of teaching faculty, to whom they have long been compared. Teaching faculty receive the same results when compared to researchers. One of the major problems for academic librarians is meeting the research requirements due to time constraints. This is why it is so difficult to realistically apply teaching faculty evaluation standards to librarians. For this reason, the authors have suggested a clinical model for academic librarians. The clinical faculty model makes sense when reference services and bibliographic control are

²¹W. Bede Mitchell and Bruce Morton, "On Becoming Faculty Librarian: Acculturation Problems and Remedies," College and Research Libraries 53 (September 1992): 379-389.

²²Gloriana St. Clair, "Elysian Thoughts on Librarians as Faculty," College and Research Libraries 54 (January 1993): 7-8.

compared to patient care. Reference librarians diagnose and manage information problems in much the same way as clinicians care for patients. Catalogers (who rarely see patrons) offer descriptive information in much the same way as radiologists (who rarely see patients) analyze test results. This clinical model provides a career definition for academic librarians that will ensure them a viable academic status.²³

²³Julie J. McGowan and Elizabeth H. Dow, "Faculty Status and Academic Librarianship: Transformation to a Clinical Model," The Journal of Academic Librarianship 21 (September 1995): 345-349.

CHAPTER 3

METHODOLOGY

The research method utilized in this study was that of survey method. A questionnaire was prepared to determine the preference of academic library employees pertaining to job status. The library staff members (excluding audiovisual personnel) at three universities in northwest Ohio, The University of Toledo, Bowling Green State University, and The University of Findlay, were chosen to participate. Packets of surveys were sent to the directors of the libraries at these institutions. The directors were asked to distribute them to their respective staff members. A total of 137 librarians received the questionnaires. The results were tabulated and described in a narrative report.

Copies of the cover letter and the questionnaire are included in Appendix A and Appendix B.

CHAPTER 4

ANALYSIS OF DATA

A total of 137 surveys was distributed to the library staffs of three northwest Ohio universities (excluding audiovisual personnel). Of the 137 surveys distributed, forty-eight (35.0%) were returned. One library director responded that the entire archives department at the institution declined to participate in the survey. It was suggested by one respondent that a perceived lack of confidentiality may have prevented some from responding. It was feared that responses could have been read by other library staff.

One question from the survey caused confusion among the respondents. The question asked if there were a professional librarian status at the respondent's institution that was between faculty rank and staff which required an MLS. Interestingly, almost half of the respondents at an institution with no professional librarian status responded positively. In this case, almost twice as many staff as faculty responded incorrectly. Responses from another institution where there is a professional librarian status (as revealed by the library director) were more than 50 percent incorrect (and all of the incorrect responses came from faculty). This is important to note in light of the debate over faculty or professional status in the current literature. The library profession has a long way to go convincing the administration that librarians belong to a profession, when those in the profession cannot articulate the personnel structure within their own institutions.

Overall response

Faculty rank was held by twenty-nine respondents (60.4%). Of these, twenty-seven (93.1%) held an MLS from an ALA-accredited school. Staff positions were held by nineteen respondents (39.6%). Three (6.3%) respondents held their positions less than one year, ten (20.8%) held positions one to three years, seven (14.6%) held positions four to six years, and twenty-eight (58.3%) held positions seven or more years. Table 1 illustrates the distribution of librarians by years in position and job status.

Table 1.

Distribution of Librarians by Years in Position and Job Status.

Number of Years	Job Status				Total	
	Faculty		Staff			
	f	%	f	%	f	%
Less than 1	3	10.3	0	0	3	6.3
1 to 3	8	27.6	2	10.5	10	20.8
4 to 6	5	17.2	2	10.5	7	14.6
7 years or more	13	44.8	15	78.9	28	58.3
Total	29	99.9*	19	99.9*	48	100.0

*rounding

The highest academic degree earned was a doctorate held by three respondents (6.3%), followed by a master's degree held by thirty respondents (62.5%). Table 2 illustrates the distribution of librarians by highest degree earned and job status.

Table 2.

Distribution of Librarians by Highest Academic Degree Earned and Job Status.

Degree	Job Status				Total	
	Faculty		Staff			
	f	%	f	%	f	%
High School Diploma	0	0	5	26.3	5	10.4
Bachelor	0	0	10	52.6	10	20.8
Master's	26	89.7	4	21.1	30	62.5
Doctorate	3	10.3	0	0	3	6.3
Total	29	100.0	19	100.0	48	100.0

Regarding time spent on duties in one's area of expertise, thirty-four (70.8%) of all respondents spent more than 50 percent of their time in areas of expertise and thirteen (27.1%) spent 50 percent or less of their time in areas of expertise. Table 3 illustrates the distribution of librarians by time spent in areas of expertise and job status.

Of the thirty-three respondents (68.8%) holding post-baccalaureate degrees, twenty-one (63.6%) spent more than 50 percent of their time in areas of expertise and twelve (36.4%) spent 50 percent or less. Consequently, just over half of the respondents with advanced degrees spent more than half of their work day performing tasks for which they were educated. Table 4 illustrates this distribution.

Table 3.

Distribution of Librarians by Time Spent (on the job)
in Areas of Expertise and Job Status.

Amount of Time	Job Status					
	Faculty		Staff		Total	
	f	%	f	%	f	%
Up to 25 %	4	13.8	1	5.3	5	10.4
26 to 50%	8	27.6	0	0	8	16.7
51 to 75%	11	37.9	5	26.3	16	33.3
76 to 100%	6	20.7	12	63.2	18	37.5
No response			1	5.3	1	2.1
Total	29	100.0	19	100.1*	48	100.0

*rounding

Table 4.

Distribution of Librarians Holding Post-
Baccalaureate Degrees by Time Spent
(on the job) in Areas of Expertise.

Amount of Time	f	%
Up to 25 %	4	12.1
26 to 50%	8	24.2
51 to 75%	14	42.4
76 to 100%	7	21.2
Total	33	100.1*

*rounding

Faculty response

Three (10.3%) of the twenty-nine faculty respondents held a doctorate degree and twenty-six (89.7%) held a master's degree. The rank held by the three respondents holding doctorates (discipline unknown) was assistant professor. Two of these worked four to six years in their positions and one worked seven or more years. It's interesting to note that three respondents held doctorates and none were full professors (even though it would have been possible given the number of years employed). None was even an associate professor, a rank which could be expected given the number of years employment.

Of the twenty-nine faculty respondents, five (17.2%) held the rank of instructor, thirteen (44.8%) assistant professor, eight (27.6%) associate professor, two (6.9%) full professor and one (3.5%) was classified as "other." Of the thirteen assistant professors, six (46.2%) worked three or less years, four (30.8%) worked four to six years and three (23.1%) worked seven or more years. All of the associate professors and professors worked seven or more years. Table 5 illustrates the distribution of faculty librarians by rank.

Thirteen (44.8%) of the twenty-nine faculty respondents held their positions seven or more years. Only one (7.7%) of these faculty would relinquish his rank with no loss of salary or benefits for a professional librarian position. Five (17.2%) of the twenty-nine faculty respondents held their positions for four to six years. Of these, one (20.0%) would relinquish faculty rank. Eleven (37.9%) of the twenty-nine faculty respondents held positions for three or less years. Of these, six (54.6%) would relinquish faculty rank. Eight (27.6%) of the twenty-nine faculty respondents would relinquish faculty status for a professional librarians

status. Table 6 illustrates this distribution. The trend here is that the longer one is in his position, the less likely he is to change his situation. Those in positions seven or more years were not inclined to relinquish their rank whereas those employed for three or less years were very interested in relinquishing faculty rank. Perhaps those in comfortable positions for a long time are just resistant to any change or perhaps it's an ego issue. Conversely, those just entering the profession may see that academic librarians fit more appropriately into a professional role rather than a faculty role.

Table 5.

Distribution of Faculty Librarians by Rank.

Rank	f	%
Instructor	5	17.2
Assistant Professor	13	44.8
Associate Professor	8	27.6
Professor	2	6.9
Other	1	3.5
Total	29	100.0

Table 6.

Distribution of Faculty Librarians Who Would Relinquish
Faculty Status by Rank and Years in Position.

Rank and Years in Position	No. of Faculty f	Relinquish Status		No Response (%)
		Yes (%)	No (%)	
Instructor				
Less than 1 year	0	0	0	0
1 to 3 years	4	50.0	50.0	0
4 to 6 years	1	100.0	0	0
7 or more years	0	0	0	0
Assistant Professor				
Less than 1 year	2	50.0	0	50.0
1 to 3 years	4	75.0	0	25.0
4 to 6 years	4	0	75.0	25.0
7 or more years	3	0	100.0	0
Associate Professor				
Less than 1 year	0	0	0	0
1 to 3 years	0	0	0	0
4 to 6 years	0	0	0	0
7 or more years	8	12.5	75.0	12.5*
Professor				
Less than 1 year	0	0	0	0
1 to 3 years	0	0	0	0
4 to 6 years	0	0	0	0
7 or more years	2	0	100.0	0
Other				
Less than 1 year	1	0	100.0	0
1 to 3 years	0	0	0	0
4 to 6 years	0	0	0	0
7 or more years	0	0	0	0
Total	29	27.6	62.1	10.3

*professional librarian with faculty status

Of the eleven holding positions three years or less, six (54.5%) were assistant professors, four (36.4%) were instructors, and one (9.1%) was classified as "other." Of the five holding positions four to six years, four (80.0%) were assistant professors and one (20.0%) was an instructor. Of the thirteen holding positions seven or more years, only two (15.4%) were professors. Eight (61.5%) were associate professors and three (23.1%) were assistant professors. Table 7 illustrates this distribution.

Fourteen (48.3%) of the faculty were tenured, and fifteen (51.7%) were not. All faculty in positions for seven or more years were tenured. Two of the five in positions four to six years were tenured and none of those who worked three years or less were tenured. Of the fourteen tenured faculty, exactly half teach and half don't teach. Of these faculty, only two (14.3%) held the rank of full professor, seven (50.0%) held the rank of associate professor, and five (35.7%) held the rank of assistant professor. It's interesting to note that half of the tenured professors are protected from summary dismissal as teachers, and yet they don't teach. Furthermore, they all hold a professorial or teaching rank.

Twenty-five faculty respondents (86.2%) were interested in research and twenty-four respondents (82.8%) were interested in committee work even if neither were a requirement of the job. Fifteen respondents (51.7%) teach, and of these, fourteen (93.3%) would be interested in teaching even if it were not a requirement.

Table 7.

Distribution of Faculty Librarians by Years in Position
and Faculty Rank.

Years in Position and Faculty Rank	No. of Faculty		Total	
	f	%	f	%
Less than 1 year				
Instructor	2	66.7		
Assistant Professor	0	0		
Associate Professor	0	0		
Professor	0	0		
Other	1	33.3		
Total	3	100.0	3	10.3
1 to 3 years				
Instructor	4	50.0		
Assistant Professor	4	50.0		
Associate Professor	0	0		
Professor	0	0		
Other	0	0		
Total	8	100.0	8	27.6
4 to 6 years				
Instructor	1	20.0		
Assistant Professor	4	80.0		
Associate Professor	0	0		
Professor	0	0		
Other	0	0		
Total	5	100.0	5	17.2
7 or more years				
Instructor		0		
Assistant Professor	3	23.1		
Associate Professor	8	61.5		
Professor	2	15.4		
Other	0	0		
Total	13	100.0	13	44.8
Total	29		29	99.9*

*rounding

Twenty-two faculty respondents (75.9%) ranked basic job duties as the most important aspect of their jobs. Three (10.3%) ranked teaching as the most important aspect, and one (3.5%) ranked each salary, tenure and service as the most important aspect. No one ranked research as the most important aspect. Table 8 illustrates the ranking by faculty librarians of the most important aspect of the job.

Table 8.

Distribution of Most Important Aspect of Job
as Ranked by Faculty Librarians.

Most Important Aspect	f	%
Basic Job Duties	22	75.9
Research	0	0
Salary	1	3.4
Service	1	3.4
Teaching	3	10.3
Tenure	1	3.4
No Response	1	3.4
Total	29	99.8*

*rounding

Twelve faculty respondents (41.4%) spent 50 percent or less of their time on duties in their area of expertise. Eleven (37.9%) spent 51 to 75 percent and six (20.7%) spent 76 to 100 percent of their time on these duties. Thus, only seventeen (58.6%) of faculty spent over 50 percent of their time on duties in their area of expertise when twenty-two (75.9%) ranked their basic job duties as the most important aspect of their jobs.

Staff response

Fifteen staff (78.9%) held their positions for seven or more years, two (10.5%) held positions four to six years, and two (10.5%) held positions one to three years. The highest academic degree earned was a master's degree held by four (21.1%) respondents, followed by a bachelor's degree held by ten (52.6%) respondents, and then a high school diploma held by five (26.3%) respondents. Twelve respondents (63.2%) spent 76 to 100 percent of their time in areas of expertise, five respondents (26.3%) spent between 51 and 75 percent, none spent 26 to 50 percent and one (5.3%) spent up to 25 percent on these duties. Thus, seventeen (89.5%) of staff respondents spent more than half of their time in areas of expertise.

Only two (10.5%) expressed interest in pursuing an MLS if there were a professional librarian status. One of these was employed one to three years and the other for seven or more years. Another respondent already held an MLS and would like to be in a professional librarian category. The low incidence here could be due to a lack of a nearby institution offering an MLS or the fact that so many are too far along in their careers.

Comments

One professional librarian expressed an aversion to tenure by explaining that the library profession, like any other profession, does not need a glut of research written solely to meet tenure requirements. Some faculty expressed the view that librarians themselves are their own worst enemies in that they are unable to articulate exactly where they fit in the academic environment. They also bemoan the loss of budget support, visibility, and teaching if they weren't a part of a "college" even though perhaps librarians don't belong in a "college."

Other faculty expressed the opinion that faculty rank affords them a role in university governance, access to grants, cooperation with teaching faculty (looked upon as colleagues instead of other staff), higher salaries, and sabbatical rights.

A couple of staff respondents expressed interest in pursuing an MLS if they were at the beginning of their careers (they both worked seven or more years in their positions).

CHAPTER 5

SUMMARY AND CONCLUSIONS

Confusion exists within the profession concerning the status of those working in academic libraries. Library staffs in two of the three institutions surveyed were unsure of the structure within their own libraries.

More than half of the respondents had been employed seven or more years suggesting some level of job satisfaction. Almost 70 percent of the respondents held advanced degrees. About 70 percent of all respondents spent more than 50 percent of their time in their areas of expertise. However, there was a disparity between faculty and staff. Almost 90 percent of staff spent more than 50 percent of their time on basic job duties, whereas less than 60 percent of faculty did the same. This needs to be further explored to determine whether faculty are being used to their full potential.

Regarding faculty rank, of those employed seven or more years, only two were full professors and eight were associate professors. These figures seem very low given the importance of promotion stressed by ACRL in its standards for faculty status.

Regarding tenure, it seems that just under 50 percent of faculty are protected by tenure when they don't even teach.

Research and committee work were of interest to a majority of the faculty. Perhaps this explains why only 58.6 percent of faculty respondents spent more than 50 percent of their workday on duties for

which they were trained. This contradicts the response by 75.9 percent of the faculty indicating that basic job duties were the most important aspect of the job.

Regarding a "professional" librarian status, the data show that the longer the faculty were employed, the less likely they were to relinquish faculty rank for a professional position with the same benefits. However, those employed less than four years were much more likely to relinquish rank. This needs to be researched on a larger scale to determine if rank is just for the "status" value or if librarians are truly performing in a professorial capacity. The response from those employed less than four years could indicate interest of newcomers to the profession in academic librarianship, but a lack of choice (faculty or professional positions) when entering academia.

Although not specifically questioned, it seemed that the faculty, through their comments, feel they need their faculty status and rank in order to be taken seriously by other faculty. Perhaps a survey of nonlibrary faculty on university campuses eliciting their views of library faculty could shed some light in this area.

APPENDIX A
COVER LETTER

[31]

School of Library and Information Science
(330) 672-2782
Fax (330) 672-7965



P. O. Box 5190, Kent, Ohio 44242-0001

February 26, 1997

Re: Professional or Academic Status for Academic Librarians: A Survey of
Faculty and Staff in Three Ohio Universities

Dear Librarian:

I am a graduate student in the School of Library and Information Science at Kent State University. As part of the requirements for my master's degree I am conducting a study about professional status of academic librarians. The enclosed questionnaire elicits information that will help me to determine the wants and needs of librarians in the academic setting. This information would be useful to both theorists and practitioners in the field of library and information science.

Confidentiality and anonymity are guaranteed as you do not need to sign your name to individual questionnaires and only the investigator has access to the survey data. There is no penalty of any kind if you should choose to not participate in this study or if you would withdraw from participation at any time. While your cooperation is essential to the success of this study, it is, of course, voluntary. A copy of the results of the study will be available upon request.

If you have any further questions, please contact me at (419) 530-2928 or Dr. Lois Buttlar, my research advisor, at (330) 672-2782. If you have any further questions regarding research at Kent State University you may contact Dr. M. Thomas Jones at (330) 672-2851.

Thank you very much for your cooperation; it is much appreciated. *You may return the questionnaire to the Director of the Library who will then forward it to me.*

Sincerely,

A handwritten signature in cursive script that reads "Janine Reber".

Janine Reber
Graduate Student

APPENDIX B

PROFESSIONAL OR ACADEMIC STATUS FOR ACADEMIC LIBRARIANS: A SURVEY OF FACULTY AND STAFF IN THREE OHIO UNIVERSITIES'

1. How long have you held this position?
☐ Less than 1 year ☐ 4 to 6 years
☐ 1 to 3 years ☐ 7 or more years
2. What is your highest academic degree?
☐ High school diploma ☐ Master
☐ Associate ☐ Doctorate
☐ Bachelor ☐ Other
3. Do you have an MLS from an ALA-accredited school?
☐ yes ☐ no
4. Do you have faculty status?
☐ yes ☐ no (go to question 11)
5. What is your rank?
☐ Instructor ☐ Professor
☐ Asst. Professor ☐ Other
☐ Assoc. Professor
6. Do you have tenure?
☐ yes ☐ no
7. Would you be interested in doing research if it were not a requirement of the job?
☐ yes ☐ no
8. Would you be interested in serving on committees if it were not a requirement of the job?
☐ yes ☐ no

9. Do you teach?

☐yes ☐no

If yes, would you be interested in teaching if it were not a requirement of the job?

☐yes ☐no

10. What do you consider the most important aspect of your job? (check only one)

☐ Salary	☐ Teaching
☐ Research	☐ Service (committee meetings, etc.)
☐ Tenure	☐ Basic job duties (cataloging, reference)

11. How much of your time is spent on duties in your area of expertise (for example, if you are a reference librarian, how much time do you spend at the reference desk?)

☐ Up to 25%	☐ 51 to 75%
☐ 26 to 50%	☐ 76 to 100%

12. Is there a professional librarian status (requiring an MLS) between faculty and clerical at your institution?

☐yes ☐no

If so, are you a professional librarian?

☐yes ☐no

If not, faculty respondents please answer question 13 and nonfaculty respondents please answer question 14.

13. If there were a professional librarian status at your institution would you be interested in relinquishing your faculty status? (with no loss of salary or benefits)

☐yes ☐no

14. If there were a professional librarian status at your institution would you be interested in pursuing an MLS?

☐yes ☐no

Additional comments: (use additional sheet if necessary)

THANK YOU FOR YOUR COOPERATION

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